

Scouts Canada

Course Training Standard



Basic Outdoor Skills

March, 2011

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Introduction

This document contains the curriculum for the Basic Outdoor Skills course. It is understood that there is to be no formal recognition at the completion of this course. This course is intended to be run as a series of hands-on modules which can enhance a leader's current outdoor skills knowledge, especially after completing their Wood Badge I training. The modules in this document are not placed in the order in which they need to be presented. Rather, the expectation is that modules are presented as they are required or requested by potential participants. While it is possible to present all modules in a 1-day workshop, it would also be acceptable to spread these modules out and allow the participants more hands-on experience.

It also needs to be pointed out that this course is intended as a "basic" level of Outdoor Skills. In much the same way as a Wood Badge I exposes a new leader to the basics of Scouting, this course exposes the participant to knowledge required to run a simple outdoor excursion. There is no expectation that by completing this course a leader would be fully qualified to take their group on an extended outdoor adventure.

Course Summary

Session	Duration
Fires	45 minutes
Basic Knots	45 minutes
Safe Drinking Water	60 minutes
Compass, Maps and GPS	90 minutes
Dealing with Getting Lost	60 minutes
Weather Conditions and Hazards	30 minutes
Environmental Conditions	30 minutes
Safe and Correct Use of Camping Equipment	60 minutes
Emergency Day Pack	30 minutes
Impacts of Outdoor Activities on the Environment	30 minutes

Topic Outlines

Presenter Name _____ Date/Time _____

TOPIC NAME:	<i>Fires</i>
DURATION:	45 minutes
LEARNING OUTCOME:	At the completion of this session the participant will be aware of the skills that are needed to safely lay, light and tend a fire as part of outdoor activities in the Scouting Program.
TEACHING POINTS:	<ol style="list-style-type: none"> 1. Campfires <ol style="list-style-type: none"> a. Check with local authorities (FBCS p. 135) b. Roles, responsibilities, equipment / supplies 2. Types of campfires (purposes) <ol style="list-style-type: none"> a. Cooking / warmth b. Ceremonial c. Emergency (warmth / light) BP&P section 10006.5(vii) 3. Fire pits (FBCS p. 135) 4. Types of fires <ol style="list-style-type: none"> a. Tepee (FBCS p. 136/137) b. Crisscross c. Log Cabin (ceremonial) (FBCS p. 138) 5. Describe how to have winter fires (FBCS p. 177) <ol style="list-style-type: none"> a. For cooking, use a stove is better than a campfire b. Dig into snowpack (FBCS p. 177) c. Dig to level ground or build log platform d. Use fire starter / bring kindling 6. Fire clean up (FBCS p. 138/139) <ol style="list-style-type: none"> a. With water b. Without water 7. Ways to minimize campfire impact (LNT p. 13) <ol style="list-style-type: none"> a. Mound fire b. Keep fires small c. Using existing sites d. Clean up multiple rings 8. Demonstration <ol style="list-style-type: none"> a. Build a tepee mound fire b. Ensure appropriate materials and supplies are available c. Learners demonstrate safely preparing, lighting, and extinguishing a fire

EVALUATION:	In this session, the participant will demonstrate this skill using a simple leave no trace fire.
REFERENCES:	Field Book for Canadian Scouting (FBCS) pages 135 – 139 A Leader's Guide to Leave No Trace (LNT) (Scouts.ca) Bylaws Policies and Procedures Section 10000
RESOURCES REQUIRED:	Field Book for Canadian Scouting A Leader's Guide to Leave No Trace Various resource books on camping, etc Resources for demonstration
SPECIAL NOTES:	

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Presenter Name _____ Date/Time _____

TOPIC NAME:	<i>Knots.</i>
DURATION:	45 min.
LEARNING OUTCOME:	At the completion of this session, the participant will be able to demonstrate and explain the use of some common knots.
TEACHING POINTS:	<ol style="list-style-type: none"> 1. Demonstrate some common knots and have participants practice the knots. 2. Describe their common uses. 3. Describe basic care of rope. 4. Explain how to select rope depending on which knots are required.
EVALUATION:	
REFERENCES:	Field Book for Canadian Scouting (Chapter 9, Ropes and Spars, pp 197-216) Ropers Knot Page (http://www.realknots.com/) Animated knots (http://www.animatedknots.com/indexscouting.php)
RESOURCES REQUIRED:	Rope Staff
SPECIAL NOTES:	

Presenter Name _____ Date/Time _____

TOPIC NAME:	<i>Safe Drinking Water</i>
DURATION:	60 Minutes
LEARNING OUTCOME:	At the completion of this session the participant will be comfortable and competent in ensuring that youth will have an adequate supply of safe drinking water
TEACHING POINTS:	<ol style="list-style-type: none"> 1. Describe and demonstrate the methods to purify water <ol style="list-style-type: none"> a. Using a pump type water filter b. Using bleach c. Using chemicals d. Boiling water 2. Describe the risks and symptoms of drinking unsafe water <ol style="list-style-type: none"> a. Cryptosporidium b. Giardia
EVALUATION:	
REFERENCES:	Wilderness Health and Safety
RESOURCES REQUIRED:	Stoves, bleach, hand filter pumps, water containers, pots
SPECIAL NOTES:	

Presenter Name _____ Date/Time _____

TOPIC NAME:	<i>Compass, Maps, and GPS</i>
DURATION:	90 Minutes
LEARNING OUTCOME:	At the completion of this session the participant will have a basic understanding of how to use a compass and GPS, and how to read and use the map in conjunction with a compass or GPS.
TEACHING POINTS:	<ol style="list-style-type: none"> 1. Demonstrate and practice the basic compass skills 2. Demonstrate and practice the basic map reading skills 3. Demonstrate ability to use a compass in conjunction with a map 4. Demonstrate the basic ability to use a GPS unit
EVALUATION:	
REFERENCES:	Field Book for Canadian Scouting SAS Survival Guide
RESOURCES REQUIRED:	Topographical maps Compass GPS unit
SPECIAL NOTES:	

Presenter Name _____ Date/Time _____

TOPIC NAME:	<i>Dealing with getting lost</i>
DURATION:	60 minutes
LEARNING OUTCOME:	At the completion of this session the participant will be familiar with methods which will minimize the chances of individuals getting lost as well as maximizing the chances of finding an individual who becomes lost while taking part in an activity.
TEACHING POINTS:	<ol style="list-style-type: none"> 1. Planning to minimize chance of getting lost (FBCS 26-31) <ol style="list-style-type: none"> a. preview maps, b. leave trip plan with someone, 2. Procedures during activities to minimize chance of getting lost <ol style="list-style-type: none"> a. Buddy system, b. checkpoints, c. follow maps 3. Procedures if an individual gets lost <ol style="list-style-type: none"> a. emergency plan prepared prior to the activity, b. common search techniques 4. Procedures if YOU get lost (FBCS 194-196)
EVALUATION:	
REFERENCES:	Field Book for Canadian Scouting 26-31, 194-196 Hikesafe website www.hikesafe.com Hug A Tree Canada (http://www.rcmp-grc.gc.ca/hugtree-presarbre/index-eng.htm)
RESOURCES REQUIRED:	
SPECIAL NOTES:	This session could be a simulation of a search for a lost individual.

Presenter Name _____ Date/Time _____

TOPIC NAME:	<i>Weather Conditions and Hazards</i>
DURATION:	30 minutes
LEARNING OUTCOME:	At the completion of this session the participant will be aware of potential weather conditions in their geographic area which could occur, as well as learning ways to reduce the risks which may occur with those weather conditions
TEACHING POINTS:	<ol style="list-style-type: none"> 1. Describe weather conditions and hazards that may be encountered outdoors 2. Identify causes and symptoms, signs, prevention, and treatment of the following: <ol style="list-style-type: none"> a. Hypothermia b. Hyperthermia c. Frostbite d. Sunburn/sunstroke e. Dehydration 3. Explain the need for dressing for potential weather conditions
EVALUATION:	
REFERENCES:	Field Book for Canadian Scouting SAS Survival Guide
RESOURCES REQUIRED:	
SPECIAL NOTES:	

Presenter Name _____ Date/Time _____

TOPIC NAME:	<i>Environmental Conditions</i>
DURATION:	30 minutes
LEARNING OUTCOME:	At the completion of this session the participant will be familiar with those environmental conditions which may become hazardous.
TEACHING POINTS:	<ol style="list-style-type: none"> 1. Identify potential plant hazards <ol style="list-style-type: none"> a. how to avoid, b. how to treat if not avoided 2. Identify potential insect hazards <ol style="list-style-type: none"> a. how to avoid, b. how to treat/handle if not avoided 3. Identify potential wildlife hazards (birds, mammals, reptiles, amphibians) <ol style="list-style-type: none"> a. how to avoid, b. how to treat/handle if not avoided
EVALUATION:	
REFERENCES:	Field Book for Canadian Scouting The Survival Handbook – Peter Darman SAS Survival Handbook
RESOURCES REQUIRED:	Plant , Insect, and Wildlife field guides specific to the geographic area Field Book for Canadian Scouting SAS Survival Handbook
SPECIAL NOTES:	

Presenter Name _____ Date/Time _____

TOPIC NAME:	<i>Safe and correct use of camping equipment.</i>
DURATION:	60 minutes
LEARNING OUTCOME:	At the completion of this session, participants will be able to demonstrate the appropriate safe use of basic camping equipment.
TEACHING POINTS:	<ol style="list-style-type: none"> 1. Demonstrate the ability to set up a tent and tarp. (FBCS pp. 75 – 80) 2. Describe the proper use and care of tents and Tarps. (FBCS pp. 80 – 82) 3. Demonstrate the ability to use a camp stove and lantern. (FBCS pp. 82 – 88) 4. Describe the proper use and care of camp stoves and lanterns, including fuel. (FBCS pp 86 – 88)) 5. Describe the safe and proper use and storage of camp tools such as; saws, knives, and axes. (FBCS Chapter 6)
EVALUATION:	
REFERENCES:	Field Book for Canadian Scouting (FBCS) <ul style="list-style-type: none"> • Chapter 5 – Equipment • Chapter 6 – Tools
RESOURCES REQUIRED:	Tents, Tarps, Stoves, Lanterns, Axes, Knives, Saws, Rope, and Staves
SPECIAL NOTES:	

Presenter Name _____ Date/Time _____

TOPIC NAME:	<i>Emergency Day Pack</i>
DURATION:	30 minutes
LEARNING OUTCOME:	At the completion of this session the participant will be aware of what they should carry for any outdoor activity
TEACHING POINTS:	<ol style="list-style-type: none">1. Examine contents of an emergency kit2. Explain the use and importance of each item in an emergency kit3. Brainstorm scenarios where emergency kit contents would be required
EVALUATION:	
REFERENCES:	http://www.ehow.com/how_4537160_pack-emergency-backpack-campinghiking.html
RESOURCES REQUIRED:	Day pack containing all required items
SPECIAL NOTES:	

TOPIC NAME:	<i>Impacts of outdoor activities on the environment</i>
DURATION:	30 minutes
LEARNING OUTCOME:	At the completion of this session the participant will be aware of some of impacts of outdoor activities on the environment.
TEACHING POINTS:	<ol style="list-style-type: none"> 1. Describe the World Bureau for Scouting Personal Environmental Code and the value of being aware of it(FBCS p. 129) 2. Identify the recommended practices to minimize impact(FBCS p. 129 – 131, BP&P section 10006.5) 3. Describe the Scouts Canada’s Leave No Trace ethic and program (LNT pages 2-6) 4. Identify the seven principles of Leave No Trace (LNT pages 7 – 16) <ol style="list-style-type: none"> a. Plan ahead and prepare b. Travel and camp on durable surfaces c. Dispose of waste properly d. Leave what you find e. Minimize the use of campfires f. Respect wildlife g. Be considerate of others
EVALUATION:	
REFERENCES:	<p>A Leader’s Guide to Leave No Trace (LNT) (Scouts.ca) Leave No Trace Organization websites (January 2011)</p> <ul style="list-style-type: none"> • Canada http://www.leavenotrace.ca/home • USA http://lnt.org <p>Field Book for Canadian Scouting (FBCS) pages 128 – 143 Scouts Canada Bylaws Policies and Procedures (BP&P) Section 10000</p>
RESOURCES REQUIRED:	<p>A Leader’s Guide to Leave No Trace (LNT) (Scouts Canada website, January 2011) Field Book for Canadian Scouting (FBCS) pages 128 – 143 Scouts Canada Bylaws Policies and Procedures (BP&P) Section 10006.5</p>
SPECIAL NOTES:	